

Grade Six

Movement Skills and Movement Knowledge

Standard 1 The student will be competent in many movement activities.

Students in **grade six** who meet this standard will be able to:

- Throw a variety of objects, demonstrating both accuracy and force.
- Hand dribble and foot dribble a ball while preventing an opponent from stealing the ball.
- Perform tumbling and dance sequences that combine traveling, rolling, balancing, and transferring weight into smooth, flowing sequences.
- Keep an object going continuously with a partner, using a striking pattern.

The following are assignments and tasks that might be used to meet the standard:

- Students will complete a self-assessment of their throwing performance, using a teacher-provided checklist, after throwing a variety of objects at a target.
- Students will design and play small-group games that involve cooperating with others to keep an object away from opponents, a skill used in soccer, basketball, four-square, wall-ball, and pickleball.
- Students will design a timed movement routine for either mats or apparatus and then perform the routine. They may choose to work alone or with partners; the partner relationship may be mirror or side-by-side. The routine must include an approach, a development, and an ending shape or a dismount. The development portion of the routine must include the following: a minimum of four balances of different shapes and bases of support, a minimum of three locomotor and/or nonlocomotor actions, weight transfers, and at least two

inversions. The selection of music for the routine is made by the students. The routine is to be diagrammed or written on paper and practiced until the sequence is memorized in its entirety.

Standard 2 The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in **grade six** who meet this standard will be able to:

- Recognize and correct errors in personal movement patterns.
- Identify the basic locomotor, nonlocomotor, and manipulative skills that enhance performance.
- Provide constructive feedback to a partner.

The following is a task that might be used to meet the standard:

- Students will use teacher-developed descriptors (checklists) to evaluate various movement skills related to activities taught in class. The evaluations can be done by individuals on their own performances or on those of their peers.

Standard 3 The student will achieve and maintain a health-enhancing level of physical fitness.

Students in **grade six** who meet this standard will be able to:

- Keep a record of heart rate before, during, and after vigorous physical activity.
- Engage in physical activity at the target heart rate for a minimum of 20 minutes.
- Identify proper warm-up and cool-down techniques and the reasons for using them.
- Correctly demonstrate activities designed to improve and maintain muscular strength, endurance, flexibility, cardiorespiratory functioning, and proper body composition (the five health components of fitness).

The following is a task that might be used to meet the standard:

- Students are to record in a journal their heart rate before, during, and after engaging in both sedentary and active physical activity for a week. Students report in their journals the extent to which each activity has the potential to contribute to cardiorespiratory fitness.

Self-image and Personal Development

Standard 4 The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in **grade six** who meet this standard will be able to:

- Participate in a variety of physical activities, both in and out of school, based upon individual interests and capabilities.
- Identify opportunities close to home for participation in different kinds of activities.
- Participate daily in some form of health-enhancing physical activity and identify the benefits resulting from this participation.
- Identify physical activity in informal settings that utilizes skills and knowledge gained in physical education classes.

The following are assignments and tasks that might be used to meet the standard:

- Students in cooperative groups will brainstorm and record neighborhood and community resources that involve participation in physical activity. Students will present their findings to the class. Each group will select one activity (golf or swimming, for example) based on interest and accessibility and present the findings to the class.
- Students will keep an activity log, for a designated period of time, recording out-of-school physical activities that they voluntarily engage in. Students will also describe ways in which they can change their daily routines to include more health-enhancing activity.

Standard 5 The student will demonstrate responsible personal behavior while participating in movement activities.

Students in **grade six** who meet this standard will be able to:

- Remain on task without close teacher monitoring.
- Use time wisely when given the opportunity to practice and improve performance.
- Participate in establishing rules, procedures, and etiquette that are safe and effective for specific activities.

The following is a task that might be used to meet the standard:

- Students will be observed in small groups to measure the extent to which they maximize practice opportunities to stay on task and demonstrate a skill correctly. Assessment may be made by teacher observation or peer evaluation on a master checklist.

Social Development

Standard 6 **The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.**

Students in **grade six** who meet this standard will be able to:

- Design and play small-group games that involve cooperating with others.
- Make suggestions for modifications in a game or activity that can improve the game.
- Recognize the role of games, sports, and dance in getting to know and understand others with individual likenesses and differences.

The following is a task that might be used to meet the standard:

- Students in small groups will invent a game they will teach to the class. The game should include at least five rules, including clear procedures for scoring and rule infractions. After teaching the game the group should modify the game if necessary to improve it. Students are assessed on the game, on their group's interaction as they are working on the game, and on their ability to modify the game for individual differences so that varying skill levels are accommodated and all students are included.

Standard 7 **The student will understand the interrelationship between history and culture and games, sports, play, and dance.**

Students in **grade six** who meet this standard will be able to:

- Describe physical education in the ancient world.
- Perform a variety of dances from ancient cultures.

The following are assignments and tasks that might be used to meet the standard:

- Students will compare and contrast modern games and events, such as the modern Olympics, with ancient games and the earlier Olympics. Assessment may include written and oral reports, posters and artwork, and class demonstrations. Suggested items could be rules, uniforms, age and sex of participants, and equipment.
- Students in small groups will learn and then teach the class one dance from the ancient world.